

Winnipeg School Division

Presents:

Study Strategies that Make a Difference!

With Carol Hryniuk-Adamov

Child Guidance Clinic Reading Clinician

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7-9 P.M.

École River Heights Middle School

Winnipeg School Division

Investing in the Future!



Study Strategies that Make a Difference!

Our Presenter this evening:

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**A Winner of the 2006
Canada Post Literacy Award for
Educators**



Study Strategies that Make a Difference!

Tonight's Agenda

1. What are Study Skills/Strategies?
2. How Do We Process Information?
3. Ways to Improve Concentration and Motivation
4. Listening skills-SLANT
5. Eight Basic Principles of Learning
6. Memory Test and Memory Strategies
7. Introduction to Reading Strategies
8. Why Read Aloud?



Study Skills/Strategies are Keys to Success

They enable students to:

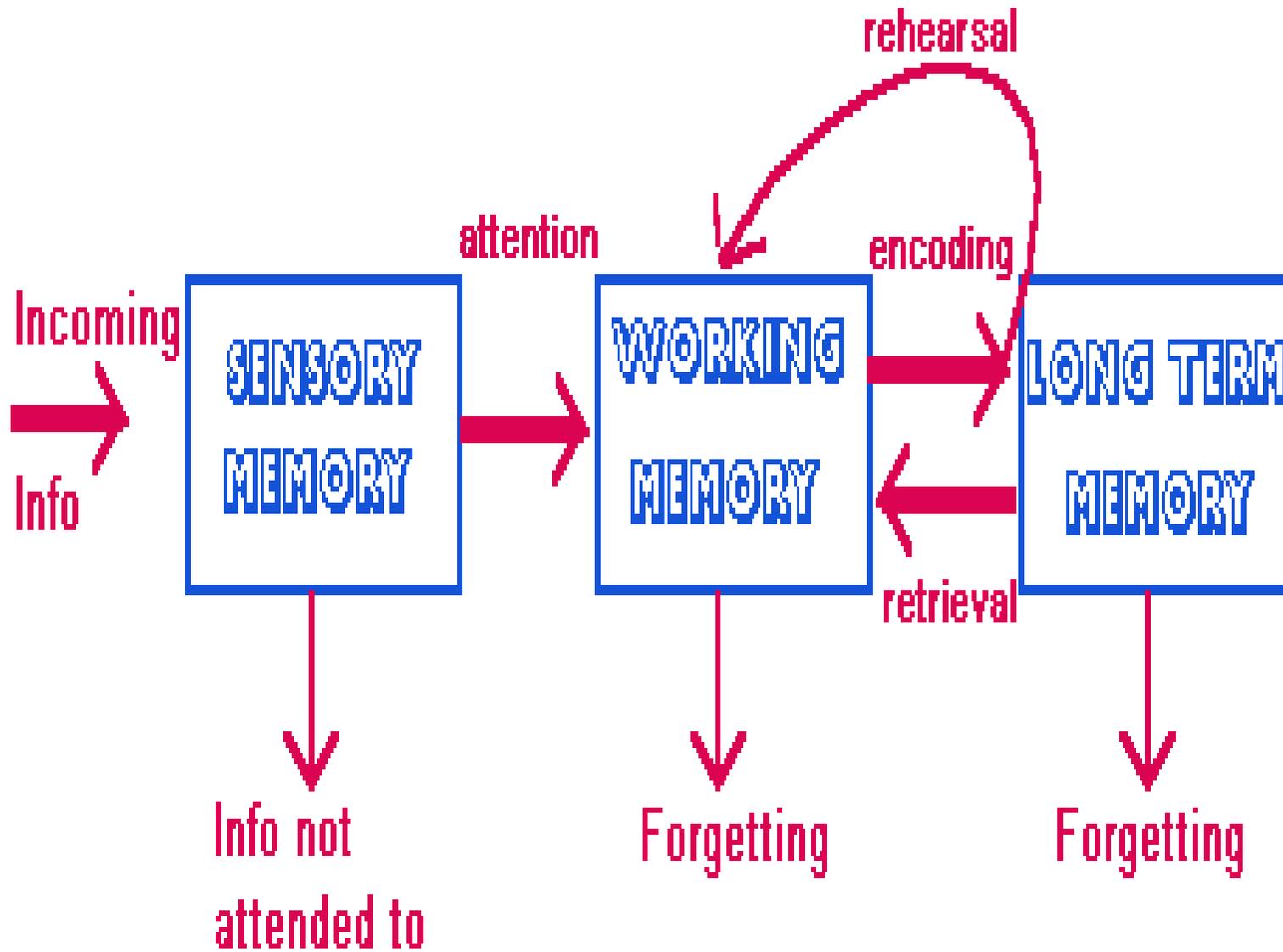
- Find important information quickly
- Read effectively and efficiently
- Organize information in a systematic way
- Retrieve the information when required
- Become strategic life long learners



Model of Information Processing

- Atkinson and Schiffrin, 1968 developed a model of information processing which became popular
- Many variations of this model exist in the literature and online.
- Cognitive Psychologists use models to help us understand how the brain works. See the models in the next two slides.





Learning is Social

- **“Together is better”.**
- **We create communities of learners in our classroom/school/family.**
- **Learning is fostered in supportive communities.**
- **Families/Caregivers have a strong role to play in fostering learning.**
- **We try to create strong learning communities in our classrooms, schools and homes.**
- **We have a remarkable neighbourhood community that honours learning: wonderful WSD schools, libraries, bookstores, adult learning programs, universities and colleges.**



Ways to Improve Concentration and Motivation-Back to the Basics

- 1. Get enough sleep and rest.
- 2. Eat healthy food for meals and snacks. Avoid junk food when studying. Snack on fruits and veggies.
- 3. Set regular times to study. Get into new habits. No T.V. video games or texting during study time.
- 4.a) Take breaks after studying for a period of time: MY 30/10 min.; SY 45/15 min.



Concentrate and Motivate

- 4. b) Breaks should not exceed study time. Get fresh air and exercise in breaks.
- 5. Design a well lit, comfortable study space away from usual distractions.
- 6. Organize the space to work for you.
- 7. Study in regular places. Try libraries.
- 8. Have all your study equipment handy.



Concentrate and Motivate

- 9. Break up your job into manageable chunks with deadlines.
- 10. Put major deadlines on the family calendar. Parents need to know about major tests/exams.
- 11. Keep sticky notes handy. Jot down distractions or reminders. Attach to your agenda book or family calendar for Follow up later.



Concentrate and Motivate

- 12. Develop relaxation strategies for long periods of sitting and for stressful times. Relax tense muscles. Exercise when sitting/studying. Deep Breathe.
- 13. Hydrate. Drink plenty of water.
- 14. Think of a motto to inspire you.
- 15. Be positive and get excited about your topics.

“Love what you learn. Learn what you love.”



Concentrate and Motivate

- Be enthusiastic. It is easier to learn and remember.
- Who controls your attitude?
- YOU DO!
- What do you need to do? Be Positive.
- Choose one area to concentrate on for the next month.



Attitudes are Key

- Remember: “Attitude determines altitude”.
- How far will you go?
- We can do great things when we put our mind to it.
- “Yes, We Can!”.



Active Listening-SLANT

- Sit up
- Lean forward toward the speaker
- Activate your mind. Act interested.
- Note what the speaker is saying. Nod.
Take good notes.
- Track the speaker with your eyes.
- **SLANT**



Eight Principles of Learning

Let's Focus on the Super 8 Principles:

■ **Selectivity**

■ **Intent to remember**

■ **Meaningful
organization**

■ **Recitation**

■ **Consolidation**

■ **Review**

■ **Association**

■ **Overlearning or**

■ **Superlearning**

Sources:

■ **Walter Pauk**

■ **Kathleen McWhorter**



Selectivity

- Students cannot learn it all.
- **Select** important key ideas and supporting details.
- How do authors in textbooks signal what is important?
- Pay attention to bold print, italics, headings, subheadings, summaries
- How do teachers signal key ideas?
- Volume, repetition, cues, and clues.



Intent to Remember

- Decide you can and will remember.
- Remember to remember.
- Determine importance of material.
- Decide how to remember/ retrieve.
- Care about what you are learning.
- Make an effort to recall and share.
- Make information memorable.



Meaningful Organization

- Make information meaningful.
- Make it matter to your life.
- Organize information. Look for different patterns.
- Cluster/chunk information into meaningful categories.
- Create headings/subheadings.
- Use the List, Group, Label strategy. e.g. Grocery lists.



Memory is Limited

- Experts tell us adults can only remember 7 bits of info +/- 2.
- Memory is developmental. It gets better as we grow to adulthood. With age, over time, it changes.
- Memory can get better with practice.
- Try to recall local phone numbers. They are 7 digits .
- Important numbers are clustered in 3 digits to aid recall. E.G. SIN numbers.



Recall a Phone Number

- How do you help yourself to recall the number?
- Note the patterns that you used.
- What strategy do you use if you cannot write it down?
- Rehearse, chunk, find patterns.
- Jot it down.



Recitation is Key

- Remember: Recitation helps to transfer information from short-term memory to long-term memory. STM → LTM
- If you cannot recite, you likely cannot write the information.
- Use as many senses/images as you recite.
- EX. Recall your grandma's kitchen at holiday time.
- See it, hear it, feel it, smell it, taste it.
- Recitation helps to increase comprehension and recall.



Recitation Aids Memory

- Make sure you really understand ideas.
- Then try to tell someone what you have learned. Think-Pair-Share
- Get information from Short-Term Memory to Long Term.
- Put key info on recipe cards. Review in 10-20 minute blocks of time.
- Add rhythm and rhyme.

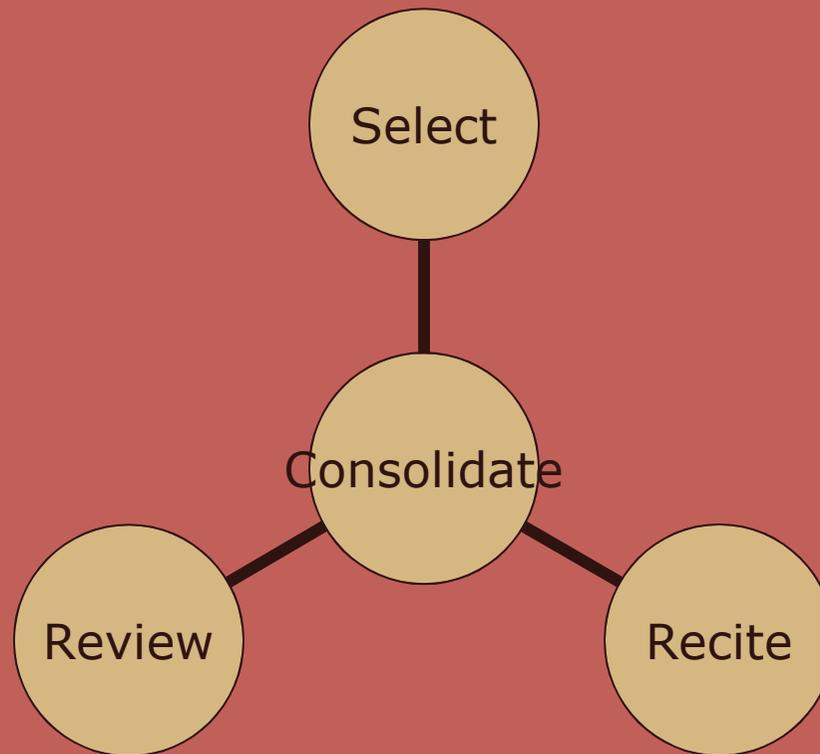


Consolidation

- Ideas need time to jell. Avoid procrastination.
- Humans need time to rehearse. You need to develop a neural trace or pathway in the brain.
- Think-Pair-Share with a Study Partner.
- Recite your notes. Highlight notes.
- Write cue words in the margin.
- Write summaries of your notes.
- Map your key ideas.



Principles of Learning



Consolidate Ideas

- Review when material is fresh in your mind. Study a little every night.
- Put key ideas on cards. Rehearse often. Make use of 20 min. sessions to review.
- Avoid cramming. Pace your study.
- Remember STM: Fast in. Fast out.
- Where is the information stored?
- Short term memory is very short.



Review, Review, Review

- Review information immediately. Start the process when ideas are fresh in your mind.
- Skim your notes. Highlight key ideas.
- Quiz yourself often.
- Review within 3 hours during the evening.
- Review within 3 days on the weekend.
- Review in 3 weeks for a test.
- Review in 3 months for the exam.



Review with a Friend- Learning is Social

- Take turns teaching one another.
- Quiz each other. Make tests for each other.
- Simulate exams under exam conditions. Write long answers. Assess your work like the teacher.
- Use all senses when you study.
- Start a study group.
- Stick to a study agenda/plan.



Association-Make Them

- Make an association to your own life.
- Think. How does this connect to my life now? to my future career?
- -To something I have read in a book?
- -To something I have viewed in a movie?
- -To something I have heard in a talk?



Connections (Harvey and Goudvis)

- Text to self T-S
- Text to text T-T
- Text to world T-W

- This reminds me of the time...
- This is like a movie I saw
- Events like this happen everywhere in the world.
- I remember Marshall Mc Luhan a former Winnipegger said the world would become like a **global village**.



Overlearning/Superlearning

- Learn the information so well that you can teach it to someone. Explain work to another person. Tutors and tutees both benefit.
- Take turns sharing information.
- Know it to 100% accuracy.
- Review some more to build speed/fluency.
- Be confident that you can and will remember.
- Imagine and visualize success.
- Everyday you are getting better.



Practice Tests/Quizzes

- Practise, practise, practise to overlearn.
- Prepare for exams under exam conditions.
- With practice, over time we learn to deal with some types of stress.
- We develop a schema for the test.
- We will not be so stressed out.



How you apply the 8 principles of learning when you study?

■ **Selectivity**

■ How do you select what is important when you read?

■ **Intent to remember**

■ How do you decide what you need and want to remember?

■ **Meaningful Organization**

■ How do you organize information in meaningful ways?



Recitation

- How do you recite to ensure information gets from short-term STM to LTM- long-term memory?
- How could you build this into your study routines?
- How can parents/caregivers help?



Consolidation

- How do you give times for ideas to jell in your mind?
- How do you slow down the input?
- How do you space the practice?
- How do you avoid procrastination?
- How can you build daily study time into your routines?
- How can we foster this as a family?



Review

- When do you review?
- When should you review?
- How can you pace yourself?
- How do you make sure you have enough time to review?
- How can you review with a friend?
- Do you have a study partner?
- Consider study groups together.



Association

- How do you make associations?
- How can you make more learning links or connections?
- How do you link information in ways that are meaningful?
- How do you make meaningful connections to self, text and world?
- T-S;T-T;T-W



Goal for This Month

- Choose a principle of learning.
- Decide how you can apply the principle. Try to improve learning at school and home.
- Turn and talk. Share your goal.
- Good luck.
- Encourage each other.



Try to Memorize This List

- Apples
- Hamburger meat
- Garlic sausage
- Buns
- Milk
- Orange juice
- Whole wheat bread
- Steak
- Oranges
- Ice-cream
- White bread
- Chocolate milk
- Cereal
- Tomatoes
- Bananas
- Potatoes
- Yogurt
- Lettuce
- Apple Juice
- Strawberries



How did you do?

- Did you look for a pattern?
- Did you memorize the columns?
- How did you make associations or connections?
- Did you visualize?
- What did you see?
- Did you use Canada's Food Guide?
- How can you improve your memory?



Ten Memory Strategies

1. Count the items.
2. Look for patterns and relationships.
3. Group or categorize information.
4. Visualize the information. Use all 5 senses. Make a mental picture or movie.
5. Recite or rehearse information to yourself. Use index cards to rehearse.
6. Chant, rhyme, make a jingle or set to familiar music.



Ten Strategies for Memory

- 7. Make associations. It is like....
- 8. Use acronyms, names or nouns.
HOMES for Great Lakes.
- 9. Develop acrostics, sentences to cue recall. “Every good boy deserves fudge”.
- 10. Teach someone and apply what you have learned.

- What strategies work for you?



Emotions Impact Learning

Care about Learning

- Be positive. Love what you learn.
- Learn what you love.
- Explore your interests in inquiry and research.
- Get excited about your material.
- It will be easier to remember.
- If it seems boring, make it relevant/exciting.
- Apply learning to your life.
- Decide you can and will remember. Relax and have fun. Make it a game.
- Make it come alive!
- Help a friend to learn.



Create a Culture for Learning

Teachers/Parents, Families/Librarians/Clinicians
Cultivate Key Attitudes and Create a Culture for
Learning at school and at home:

Be persistent. Keep your vision.

- **Set high but achievable goals/standards.**
- **Work to the best of your ability.**
- **Be aware of supports around you-network and ask for help.**
- **Learn from failure and past success.**



Parents Nurture Success

- Take time to think about children's success.
- What went well? Let's do it again.
- Help children to learn from failure.
- We all learn from our failures.
- Failures are temporary setbacks.
- We need to help students recover from these setbacks.
- Hard work over time pays off (Weiner).



ABCD's of Goal-Setting Teacher/Parents/Students Work Together

- Set high but achievable goals. Our curriculum says that goals should be:
- Achievable
- Believable
- Controllable
- Deadlines and Timelines : record in the agenda book.
- ELA SLO 1.1.5



Read Around the Text

Read a Daily Newspaper Together as a Family

- Have students look at picture cues.
- Predict stories based on pictures.
- Pay attention to captions under pictures.
- Read the comics for starters, charts/graphs: weather maps, sports pages for scores/team standings.
- Find something for everyone.



Read the Newspaper Together Daily

- Try to get the big ideas from titles and headlines.
- Read the first and last paragraph.
- Summaries tell the big ideas.
- Turn headings into W5+H Questions.
- Answer the Who? What? Where? When? Why? questions to retell a story.
- Talk about issues.

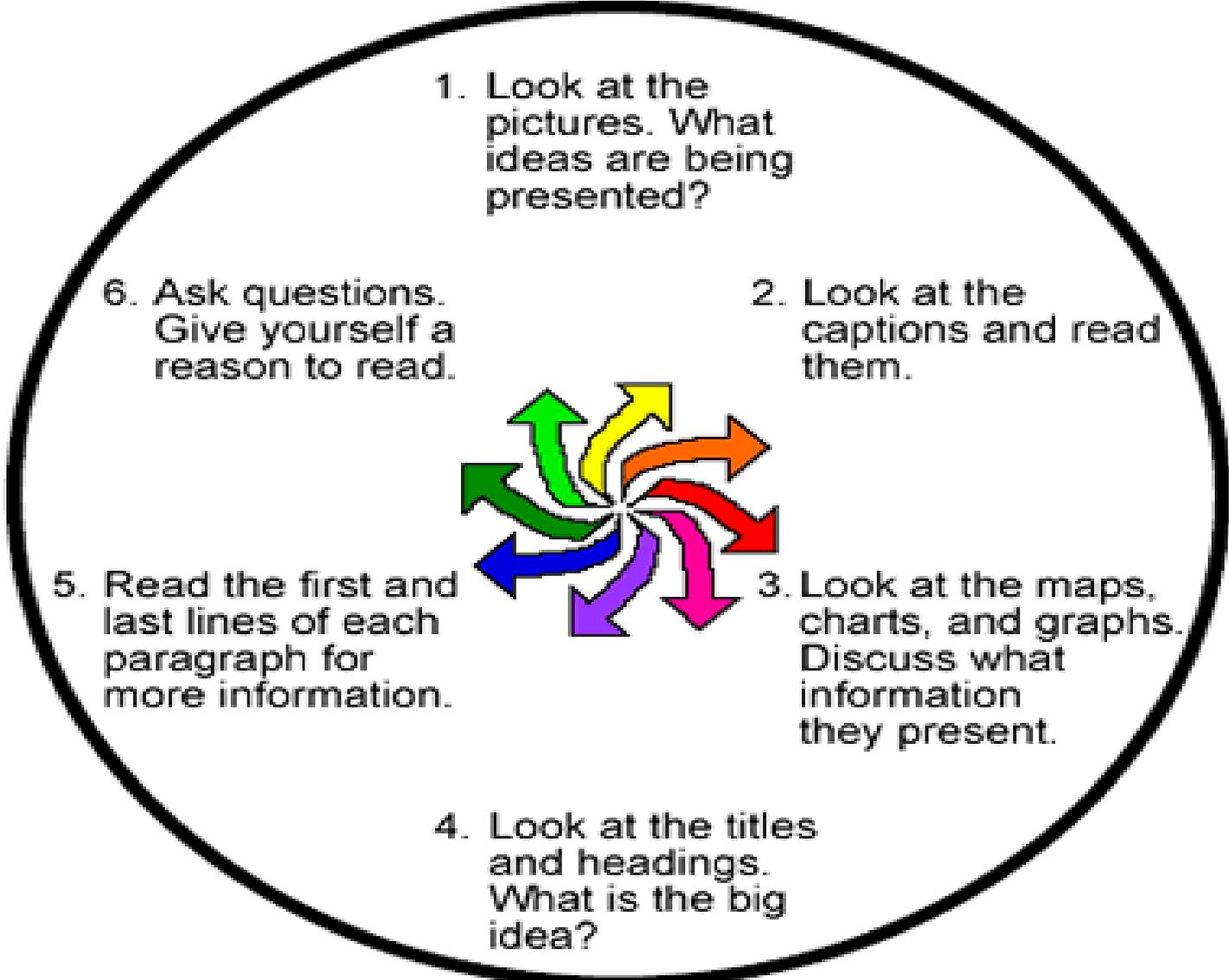


High Five Strategies

- “Read Around the Text”-Today
- KIM-Key word, Info, Memory clue
- Reciprocal Teaching-Take turns teaching
- Two Column Notes/Cornell Notes
- Sum It Up –Summarizing Text
- Source High Five: Anchorage Alaska Model



Google “Read Around the Text”

- 
1. Look at the pictures. What ideas are being presented?
 2. Look at the captions and read them.
 3. Look at the maps, charts, and graphs. Discuss what information they present.
 4. Look at the titles and headings. What is the big idea?
 5. Read the first and last lines of each paragraph for more information.
 6. Ask questions. Give yourself a reason to read.

SQ4R: Survey, Question, Read Recite, Review, Reflect

(Adapted from F.P. Robinson)

Steps

What to do?

Survey

Check the title and other text features: as



Bold face headings/subheadings



Words in italics/bold/special fonts



View pictures, maps, graphs, charts



- Read captions



- Read summaries first



- Skim questions at the end to focus



Skim for the big picture and key ideas.



Set a purpose for reading.



Predict text structure or patterns.



Q-QUESTION

- What do I already know about this topic? What does it remind me of?
- What do I want to find out?
- What do I need to know?
- Turn headings and subheadings into questions.
- Ask W5 questions: Who? What? Where? When? Why?
- Predict the possible test questions.



R-Read

- Skim for the main idea, scan for details and read closely to find answers to questions.
- Visualize as you read. Make mental pictures.
- Use sensory images. Use 5 senses.
- Note key ideas and supporting details.



R-Recite

- Answer your questions in your own words.
- Summarize key points. Recap.
- Highlight or underline *only* the key words you need.
- Explain key points in your own words.



R-Review

- **At the end of each reading session, ask yourself:**
 - **What have I learned?**
 - **Is there something I don't understand?**
 - **Can I recall the main points?**
 - **Make learning links, and new associations.**
 - **Make associations-It's like...**



R-Reflect and Record

- Why is this important to me and to this subject? Reflect and connect
- Record key ideas.
- Map or web the key ideas.
- Record possible test questions.
- What would you email to someone who had missed class?



Foster a Reading and Learning Culture for your Family in Your Home

- Adolescents need practice to develop their reading fluency and rate. This means daily reading.
- Make sure your child has a current library card.
- Visit the library as a family regularly for fun and research.
- Take out books, DVD's, videos and magazines.
- Magazines count as reading material.



Read for the Love of It!

- **Students need to read for the love of it, for sheer pleasure and enjoyment everyday.**
- **Give books and magazine subscriptions as gifts. See this year's MYRCA books at the library.**
- **Buy award winning books for holiday and birthday gifts.**
- **Share your insights from books that you loved and that changed your life.**



Learning Links 3-2-1

Sum it Up

- 3 Key Points to Remember
- 2 Things I must continue
- 1 Question that I still have???



“Ah Hah”! Insights and Next Steps!

- Share one of your “aha” moments that you had tonight.
- Choose one item from tonight’s presentation. Tell how you will apply this at home, at school or at work.
- Turn and talk as a family/with your friend.



Why Read Aloud? Choral Read Together

- R-reinforces lifelong reading
- E-enlarges vocabulary
- A-allows for shared experiences
- D-demonstrates connections

- A-arouses the imagination
- L-leads to knowledge
- O-offers opportunities for discussion
- U-utilizes time well
- D-develops achievement potential

- Adapted from a Colorado Parent Initiative



Study Strategies

Do Make a Difference!

- Learn what you love and love what you learn together!
- Take an interest in the topics your child is studying.
- Follow up on interests together.
- Create a dynamic culture of learning in your home.



Thank you

- Thank you to the Hryniuk and Adamov family members and my school communities who nurtured me as a learner and continue to inspire my life long learning.
- Thank you for all coming out tonight to invest in your family's future.
- Your child's future is an open book!

